DOCUMENT RESUME

ED 104 298 HE 006 426

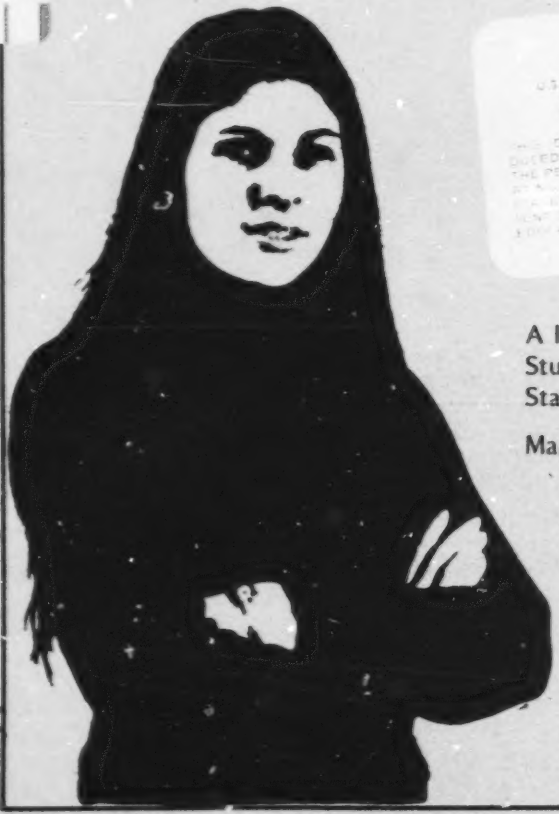
TITLE	Women at UCI. A Handbook for All Students, Faculty, and Staff.
INSTITUTION	California Univ., Irvine.
PUB DATE	Mar 75
NOTE	28p.
EDRS PRICE	MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS	Equal Opportunities (Jobs); *Females; *Higher Education; Questionnaires; *Sex Discrimination; *Surveys; *Womens Studies
IDENTIFIERS	*Affirmative Action

ABSTRACT

In the spring of 1974, the Program in Comparative Culture offered a class entitled "Women in Higher Education." Out of that class, which explored the traditional values of education and employment and their effect on women in academia, came a series of questions concerning the status of women on the Irving campus. This handbook is the final result of that class and its exploratory surveys. This handbook attempts to show the current situation for women at Irving: the present status of female employees and students, the academic and support services available to them, and existing vehicles for further action. Through pointing out problems, disseminating information, and suggesting goals, this handbook hopes to provoke questions and actions to improve the status of women on the campus. Discussed in the handbook is the present status of women on the Irving campus (student surveys, statistical delineation); women's studies at the University of California-Irvine (historical and present status, classes offered in 1975); new directions (affirmative action, groups and services); and the appendix that includes the questionnaire, responsbilities of an affirmative action officer, federal laws of concern to affirmative action and equal employment for women. (Author/PG)

ED104298

Women at UCI



U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A Handbook for All Students, Faculty, and Staff

March 1975

HE 005 426

Special thanks are due to the members of Comparative Culture 11, whose research provided the thought provoking surveys that inspired this publication; to Academic Affairs and the Office of the Registrar who supplied the statistics; to Student Affairs and the Affirmative Action Officer, whose offices shared the funding of the handbook, and to Dr. Karen Leonard for her helpful guidance.

Jane Freeburg, editor

* The views expressed in *Women at UCI* are those of the contributors, not of the University of California or the funding sources.

Cover photo by Nancy Proctor.

Table of Contents

Part One: The Present Status of Women on the Irvine Campus 4

Introduction, Student Surveys, Statistical Delineation

Part Two: Women's Studies at UCI 13

Historical and Present Status, Classes offered 1975 (Winter and Spring)

Part Three: New Directions 16

Affirmative Action, Groups and Services

Part Four: Appendix 22

Questionnaire, Responsibilities of Affirmative Action Officer, Federal laws of concern to Affirmative Action and equal employment for women

Part One: The Present Status of Women on the Irvine Campus

In the spring of 1974, the Program in Comparative Culture offered a class entitled "Women in Higher Education." Out of that class, which explored the traditional values of education and employment and their effect on women in academia, came a series of questions concerning the status of women on our own campus. This handbook is the final result of that class and its exploratory surveys.

We all know that women are an integral part of UCI, as students and as academic and staff employees, yet women must assert their presence on the campus to change the effects of past discrimination which are reflected in the language, curriculum, and folkways of the campus. UC Irvine has by no means been unmarked by currently changing perceptions of women, nor has it been unresponsive. If women students are made aware of both the opportunities and the limitations of the campus environment, they will be better equipped when they graduate to face more serious challenges to their assumption of personally rewarding economic, social, and political roles.

This handbook attempts to show the current situation for women at Irvine: the present status of female employees and students, the academic and support services available to them, and existing vehicles for further action. Through pointing out problems, disseminating information, and suggesting goals, this handbook hopes to provoke questions and actions to improve the status of women on the campus.

Working from a central premise that women involved in all areas of higher education are both undervalued and subject to many forms of discrimination, the members of the "Women in Higher Education" class attempted to measure the extent of "sexism" on the Irvine campus. A series of surveys was undertaken by students in the class. The largest of these tried to ascertain undergraduate attitudes toward career, equal employment opportunity, and equal pay. A questionnaire concerning these topics was distributed to a random sample of 1,000 students. (The questionnaire is reprinted in Appendix One of this handbook.) This survey, as well as the others done in the class, was made on an informal, student-to-student basis, without the benefits of computerized data and results. Its findings are intriguing and deserve formal confirmation by a more sophisticated statistical survey.

The extent of discriminatory attitudes among both female and male undergraduates came as a surprise to the survey-takers. Physical Science

students as a whole were the most negative toward educated women pursuing careers, with Social Science students next. Humanities and Biological Science students were more positive. Men under 20 in the Physical Sciences appeared to be most "sexist." Even the views of the women students seemed to reflect limited aspirations and lack of career planning. While all the women surveyed approved of single women working, the rates of approval dropped when women with children were involved. And when a woman's desire to work rather than financial need was the reason for her career, the approval dropped also.

The current situation in California shows a majority of women working 30 years or more, and 9 out of 10 working for some part of their lives. Both state and national studies show a steady increase of women in the working force, and of women in all age categories and with various combinations of children and other dependents. There has also been an increase of female-headed families and of such families living below the poverty line.* In an effort to recognize and deal with this economic reality, women's development of their own educational and career goals should be emphasized more at UC Irvine.

Another survey relevant to educational and career goals compared aspirations of graduating senior girls in two local high schools, finding that girls were not often counseled toward college-preparatory academic courses, nor guided to any career other than marriage. Irvine could expand its recruitment efforts in the local schools by working more closely with those who could motivate women to continue their education.

Other surveys carried out by the class focused on grade point averages, the Student Health Center, and student government. A statistically valid survey of selected majors in the five schools on campus showed that grade point averages were the same for men and women. A survey of the Student Health Center found that the Director and 100% of the mental health doctors and the dentists were men, while the Director of Nursing and 100% of the nursing staff were women. Only three of the twenty-one medical doctors were women. Women are also disproportionately underrepresented in ASUCI student government positions, both elected and appointed.

One of the more positive reports concerned the Administrative Internship Program (offering course units to upper-division students for part-time work in the UCI Administration), where eight of the twelve interns were women.

**The State Commission on the Status of Women has published a booklet, "Myths about Girls and Women," containing labor information; see also the latest U.S. Dept of Labor statistics for these facts.*

. wo surveys tried to assess faculty and administrative attitudes t wards women's studies in the curriculum. One tried to ascertain which of the female faculty were presently teaching courses on women or were interested in doing so. With a few exceptions, permanent female faculty members are concerned with teaching and researching in their chosen fields, with departmental responsibilities that do not allow the addition of women's studies. In the other survey, deans and directors (all men) were interviewed to see if they had plans to establish more women's courses in their academic units. One individual gave his view of Women's Studies thus:

> "Your classes . . . make students very unhappy when they find out about male chauvinism. A girl has a boyfriend and then she has a course on women and breaks up with her boyfriend. He's out in left field; he doesn't know what he did wrong; he's just acting the same way he did before she took the course and the way he was brought up."

Others stated that they would never hire a "radical feminist," but they proved unable to define such a person clearly. This set of interviews indicated that academic decision-makers were not too familiar with the concept of women's studies.

The University of California presents itself as an egalitarian, coeducational institution, recruiting the "talented ten" for its students and the most qualified doctorates for its faculty. One would hope that such an institution would lead the way in offering fair employment and encouragement in career goals to its women, yet statistics reveal that this expectation is not being met at Irvine.

The University, however, is made up of people, and like other institutions of higher education, it reflects patterns of sex discrimination found in American society. The following presentation of the current statistical distribution of women in various categories on this campus makes no accusation of past discrimination on the part of individuals: it simply points to areas where action must be taken.

As is generally true in institutions of higher education throughout the United States, women are better represented at the lower levels of the academic ranks. They are also better represented in several other academic areas of the University structure which do not share in a faculty decision-making by participation in the Academic Senate: University Extension, the Library, Teacher Education, and Physical Education. All of these units are headed by men on the Irvine campus, though the first two have a majority of female academic employees. Faculty at the lecturer level, an untenured, yearly position, are also not Academic Senate members. Note the higher concentration of women at this level (Table 1).

Table 1: Faculty by Sex & Rank*

	Males	Females	Percent Females
Professors	142	2	1.4%
Associate Professor	107	8	7%
Assistant Professor	107	20	16.0%
Lecturer**	60	25	41.0%

*from Academic Affairs, Oct. 31, 1974.
**from Academic Affairs, April, 1974.

"It's a big responsibility, but isn't that part of the struggle?"

H. M. Ball

The shortage of female tenured faculty is not due to the shortage of women qualified for prestigious academic positions. Compared with national percentages of doctorates awarded to women in each discipline, Irvine's female faculty is underrepresented. The following table shows this, as well as the percentage of women students majoring in each academic unit.

Table 2: Comparative Percentages of Women as Students, Current Ph.D's, and Faculty Members*

Academic Unit	percent women undergrad	percent women grad	percent female current Ph.D's, nationwide	percent female faculty	number of women to total faculty
Biological Sciences	35.0%	25%	14.00%	6%	4/63
Comparative Culture	61.0%	40%	17.00%	9%	1.5/13
Engineering	6.9%	2%	.44%	0%	0/15
Fine Arts	73.0%	52%	17.00%	21%	4.5/21
GSA	n/a	16%	11.00%	8%	1/13
Humanities	60.0%	45%	23.00%	9%	8/90
ICS	17.0%	8%	3.00%	0%	0/7
Medical School	n/a	17%	n/a	2%	2/127
Physical Education	n/a	n/a	27.00%	15%	3/20
Physical Sciences	27.0%	11%	5.00%	4%	3/74
Social Ecology	61.0%	65%	25.00%	8%	1/12
Social Sciences	42.0%	37%	11.00%	4%	2/46
Teacher Education	n/a	67%	20.00%	33%	4/12

*

Figures for this table were obtained from the following sources:

1. *The Registrar's Office (Fall 1974 undergraduate and graduate enrollment).*
2. *Women's Equity Action League,* Proportion of Doctorates Earned by Women by Area and Field, 1960-1969, *June 1971 (current Ph.D's). This compilation did not include medical schools. Statistics for units like Social Ecology and Comparative Culture were obtained by combining the relevant areas anf fields.*
3. *The 1973-74 catalog and a table prepared by Women at Irvine and distributed to unit heads for correction (for faculty).*

We are using the 1972-73 figures for UC Irvine and 1960-69 figures for current doctoral production because these are the latest available for doctoral production and the data is more comprehensive. The percentages of women among doctoral candidates have increased slightly since then.

Female faculty members can be of crucial importance to women students as role models, as advisors, as policy-makers in the University, and as teachers of courses particularly relevant to women. They can also help to break down stereotypes held by both men and women students. A large percentage of women on campus are clerical workers. Why should part of a student's University experience be the impression the "woman's place" in institutions of higher education is in the lower levels of the staff? The statistics below suggest that Irvine's female staff is concentrated at the clerical and lower management levels, and that their salaries are consistently lower than those of men in the same job category.

Table 3: Staff Personnel by Sex, Job, and Salary*

Occupation Group	percent women	number of women	number of men	monthly average salaries women	men
Management Program (decision makers)	7.1%	2	26	$1,658	$2,175
Officials & Managers	43.0%	28	37	1,025	1,324
Professionals (counseling; nursing)	44.0%	95	119	959	1,176
Technicians (lab work, computer programming)	32.5%	39	81	709	902
Office & Clerical	93.9%	615	40	664	743
Craftsworkers (skilled labor)	1.4%	1	72	795	775
Operatives (mechanics, repair)	6.1%	3	46	609	615
Laborers (maintenance)	11.1%	2	16	475	478
Service Workers (grounds, cleaning)	45.7%	16	19	646	914

**All figures are from Jan. 31, 1974,* Summary of Ethnic and Sex Employment Report, *Administrative Services.*

Each of these occupation categories covers a wide and surprisingly diverse number of jobs, and are identified by a general term referring to pay scale rather than actual job duties. The use of the term "technicians," which covers an area as wide as computer programmer to laboratory glassblower, is puzzling as are the wide discrepancies in salary between men and women. A close analysis of the staff personnel by qualifications and salary would certainly prove interesting.

Sex may have an influence in determining position and salary, as seen by comparing two typical job descriptions circulated by the Personnel Department:*

GROUNDSKEEPER: $666-810/month. Perform a variety of duties in the care of the campus grounds. Will be required to drive a light truck. Requires ability to follow oral and written instructions and 1 year experience in grounds maintenance or gardening; or an equivalent combination of education and experience; and knowledges and abilities essential to successful performance of the duties assigned to the position.

SECRETARY II: $666-810/month. In the College of Medicine Student Affairs Office, serve as secretary to the associate dean, scheduling travel arrangements, researching information for reports, follow up on requests for letters of recommendation, schedule appointments, and transcribe dictation which includes medical terminology. Requires graduation from high school and 3 years related clerical experience; or an equivalent combination of education and experience; and knowledges and abilities essential to successful performance of the duties assigned to the position.

The woman student is also faced with the necessity to "try harder" at the University. The following table shows her predominance at the undergraduate and Extended University (part-time) levels. If male and female undergraduate students have equal grade point averages (see p. 5), why does enrollment of female students decline at the graduate level (Medical School included)?

Both are from the November 18, 1974, list of "Promotional and Employment Opportunities."

Table 4: Summary of Student Enrollment, Fall 1974*

	Total	Men	Women
Undergraduates	6,884	3,775	3,109
Graduates	1,157	725	432
Extended University, Undergraduate	100	23	77
Extended University, Graduate	67	19	48
College of Medicine	706	609	97

Table 5: Enrollment by College & Major, Fall 1974*

Unit	Undergraduate			Graduate		
	Total	Men	Women	Total	Men	Women
Graduate School of Administration	n/a	n/a	n/a	128	101	27
Biological Sciences	2,221	1,475	746	112	84	28
Education	n/a	n/a	n/a	221	80	141
Engineering	272	255	17	56	55	1
Fine Arts	678	163	515	52	21	31
Humanities	1,057	401	656	226	117	109
Physical Sciences	644	459	185	151	131	20
Social Sciences	1,103	607	496	115	71	44
Comparative Culture	112	39	73	29	15	14
Information & Computer Science	187	148	39	31	29	2
Social Ecology	610	228	382	26	12	14

*Figures from Office of the Registrar.

Degrees awarded since the founding of the campus make another interesting table:

Table 6: Percent of Degrees Awarded to Women at UCI*

Year	BA, BS	MA, MS, MFA	Ph.D.	M.D.
1965-66	40%	67%		
1966-67	42%	46%		
1967-68	41%	31%	33%	7%
1968-69	45%	23%	15%	13%
1969-70	45%	27%	14%	10%
1970-71	46%	35%	19%	13%
1971-72	43%	24%	18%	11%
1972-73	43%	32%	23%	7%
1973-74	43%	31%	25%	8%

*Figures from Office of the Registrar.

This table shows high initial percentages of successful women master's and doctoral candidates, followed by dramatic decreases. Even though the numbers involved were very few in the first years, and there could be many causes for this statistical oscillation, could one reason be that women were more welcome at the graduate level when a young campus was struggling to establish its graduate departments than they have been subsequently? Might the rise and decline in percentages of undergraduate women earning degrees be ascribed to the rising costs of education, turning women to state universities and community colleges where women's centers and courses are more thoroughly developed? Irvine needs to investigate its image to and encouragement of prospective applicants, as well as its past treatment of women students, as it seeks to increase its enrollment.

Part Two: Women's Studies at UCI

The idea of an established program in the study of women was first put forward at UCI in 1970 by several female faculty members, though courses concerning the needs of women have been offered through University Extension since 1966. A few experimental courses on the historical and economic status of women were offered, with enthusiastic student response. The following year seven courses on women were offered, also with substantial student enrollment. Proposals for interdisciplinary women's programs, a Master of Arts degree in women's studies, and budget allocations for women's studies positions have been discussed. Some were submitted to the Academic Senate but none of these proposals have been institutionalized. This year some women are again preparing a proposal to establish a coordinated women's studies course at Irvine.

Women's studies is of course an impossibility without qualified personnel. Some of the problems facing existing female faculty include: departmental unwillingness to offer women-oriented classes on a regular basis; pressure on job security which necessitates teaching, research, and published contributions to her field of emphasis; and lack of sufficient training or background to teach such courses. At no time should it be assumed by the University administration, academic staff, or students, that a woman with a doctorate in a specialized discipline (math or chemistry, for example) is "available" to teach women's studies by nature of her own womanhood. The need to hire faculty who are willing and qualified to teach women's courses is obvious.

It should also not be assumed that women's studies is a frivolous, unnecessary or faddish discipline. The study of theories of human sexual roles and power structure is of crucial importance to the educational development of all members of human society, and it is of equally crucial importance that all people connected with institutions of learning recognize this.

It is evident that student response to classes on the subject of woman's role in society is wide and enthusiastic (the "Women in Film" class – winter of 1975 – had an enrollment of well over 100 students). Communication between faculty, staff, and students can greatly facilitate understanding of the needs of Irvine students and the initiation of future programs. Only the loudly expressed interest of Irvine women and men in humanistic studies can convince campus decision-makers of the importance of this addition to the University experience.

The classes in the women's studies area that were offered winter quarter and those to be offered spring quarter include:*

Winter 1975		
Com. Cult. 12	History of Women's Oppression	Norma Chinchilla Rosalinda Gonzalez
Com. Cult. 134	Women in Film	Karen Leonard (a student initiated and team-taught course)
Com. Cult. 152	Learning through Sexual Roles	Shelba Robison (Student-recommended FTE)
Asian Cult. 120	Women in Asia	Sharlie Ushioda
Humanities Core Course	Special section on women	Leslie Rabine
Spring 1975		
Com. Cult. 170D	Theories of Women's Oppression	Norma Chinchilla
Soc. Ecology 298	Developmental Stages in Decision-Making Process for Women (directed study)	Nan Henry
Soc. Sci. 80T	Women and Interpersonal Communication	Edith Folb
Soc. Sci. 181A	Learning through Sexual Roles	Shelba Robison
History 162E	Women, Men, and Work, 1670-1970	Mike Johnson
Admin. 280B	Women and Professions	Patty Renwick

**Courses in Comparative Culture do satisfy the breadth requirement upon student petition. Most Comparative Culture and Social Ecology courses may also be taken through University Extension.*

Courses offered by University Extension of special interest to women in winter and spring of 1975 include:

Winter Quarter, 1975

Management Development for Women; Instructor: Helen Diamond, Ph.D.; ten Tuesday evenings, 7-10 p.m., January 7-March 11, 1975, 3 units of credit; fee: $61; Administration X 493.

Decision-Making and Delegation for Women; Instructor: Marcia L. Lasswell, M.A.; A weekend workshop, Saturday and Sunday, March 1 and 2, 1975, 9 a.m.-4 p.m.; 1-1/2 units of credit; fee: non-credit, $47; credit, $52; Psychology X 484.03.

Spring Quarter, 1975

Problem Analysis and Decision Making for Women in Management; Instructor, Helen Diamond, Ph.D.; ten Tuesday evenings, 7-10 p.m., April 1-June 3, 1975; 3 units of credit; fee: $61; Administration X 405.

Developing a Girls' Track and Field Program; Instructor: Leonard Miller; ten Tuesday evenings, 7-10 p.m., April 1 to June 3, 1975; 3 units of credit; fee: $61; Physical Education X 379.

The Female Alcoholic; Instructor: Ruth Stafford Wallace; 2 weekends, Friday, April 4 and 18, 7-9:30 p.m., Saturday, April 5 and 19, 9-12 and 1-3 p.m.; 1 unit of credit; fee: $43; Psychology X 496.1.

Women Alone – An Emerging Life Style; Instructor: Gayle Bilbo, M.A.; eight Monday evenings, 7-9:30 p.m., March 31-May 19, 1975; fee: $45; Social Ecology 850.

Career Planning for Women; Instructor, Gloria Sklansky; eight Wednesday mornings, 9:30 a.m.-12 noon, April 2 to May 21, 1975; fee: $55 (includes tests); Social Science 803.2.

Part Three: New Directions

Women on the Irvine campus – students, faculty, staff – comprise a large, diverse, talented group. Although the University has traditions that have proved unfavorable to female images and interests, it is still an educational institution. From it, a woman must demand the education she needs and the role in decision-making she deserves.

In the last decade, state and federal legislation has attempted to deal with the problems of racial and sex discrimination, in academia as elsewhere. Important tools for women now include the following federal laws: Title VII of the Civil Rights Act, amended in 1972 to include sex and enforced by the Equal Employment Opportunities Commission (DDOC); Executive Order 11246, amended in 1968 by Order 11375 and enforced by the Department of Health, Education, and Welfare (HEW); and Title XI of the Education Amendments Act of 1972, which also falls under the jurisdiction of HEW. Under the Executive Orders, UC Irvine is required to have an Affirmative Action plan (a written commitment to consciously attempt to overcome past, present, and future discrimination), and HEW has the right to investigate the campus and ultimately to withhold federal funds should the campus not be found in compliance with the law.*

Yes, Irvine does have a provisional Affirmative Action plan, available in the Reference Department of the Library for the curious reader. It is not yet final, for it will be rewritten according to the Universitywide plan being developed at UC Berkeley, a plan still unapproved by HEW. Its effective implementation depends upon those who have been given responsibility for its enforcement and upon all who have an interest in the realization of Affirmative Action goals. Irvine's Affirmative Action personnel must deal with the traditions of academia, with those who maintain them, and with those who presently control recruitment and promotion of academic and staff personnel.

Irvine's Affirmative Action plan has brought about some changes in campus policies and practices. Recruitment of faculty via the "old boy network," whose members found jobs, conference invitations, and publishing contacts for each other, is being supplemented by public advertisement for open consideration of all applications. Advisory committees, reporting directly to the Chancellor, have been established con-

See Appendix Three for details of legislation.

cerning the status of women and minority affairs. A new Affirmative Action Coordinator, Mr. Ramon Curiel, has been appointed and is eager to expand his efforts on behalf of women. (See Appendix Two for the responsibilities of the Affirmative Action officer.)

Changes in language have been made in campus publications. In the UCI General Catalogue, "he," "his," and "him" have been replaced with "the student," "students," and "their" throughout the 1974-75 edition. And the UCI Campus Directory for 1974-75 has changed the heading "Chairman" to "Chairperson." "Groundsman" has become "groundskeeper" in Personnel Office listings. Only two years ago a woman professor was addressed in the Academic Senate as "Mrs." while her male colleagues were termed "Dr." or "Professor." Recently the By-laws of the Irvine Division of the Academic Senate have been re-written (by the women in that office) to remove all masculine nouns and adjectives in the text. We think that these are important changes and will lead to further improvements in the status of women at UC Irvine.

Women on campus are affected daily by policies and practices which have still to be changed. Without real power in campus decision-making, women must work for full implementation of equality through as many campus and community organizations and facilities as possible. The following section provides a directory of groups and services with which and through which women can work for themselves at Irvine.

"We want a different society for all people, not just a bigger share in this one."

Sally Medora Wood

Groups and Services: On Campus

The Women's Center *Trailers 503-504*
Open Daily *833-6000*

A place where all women and men are welcome, the Women's Center is an ASUCI-funded gathering place for women who are committed to communication between women, and doing their best to help women get the most out of UCI. Services provided include counseling, community referral index, consciousness-raising, supportive rap groups, self-defense classes, women's films, a library of books and periodicals concerning women; a comfortable place to sit; tea and conversation.

The Women's Center is directed by two students, Carollyn Lobell and Lavon Gieselman, and staffed by volunteers. A general meeting is held once a week.

California Women in Higher Education *833-7253*

CWHE is a state-wide organization with a local chapter in Irvine. It is a non-partisan political advocacy group committed to protecting and promoting the status of women in higher education. Membership is open to all students, faculty, and staff. Regular meetings are announced in the *New U.*

The Chancellor's Advisory Committee on the Status of Women Chaired by Lorenza Schmidt (staff)

The Status of Women committee is a group of appointed faculty, staff, and students designed to make recommendations to the Chancellor concerning UCI women. Meets monthly.

The Women's Opportunity Center *ADM 148* *833-7128*

Assists women in planning for continuing education, for careers, and for high-level volunteer services. A counseling and resource center, free of charge.

Ms. Ebony *833-6797*

An on-going rap group for Black female residents of Mesa Court and Middle Earth. The organization seeks to provide cohesiveness, support, and activities for its members, and to design programs to enhance personal growth. While full membership is presently open only to dorm residents, meetings are open (meets weekly in Mesa Court).

Third World Women's Workshop *833-7125*

An informal seminar (under the direction of staff women Lorenza Schmidt and Amalia Mendez) to discuss the problems of minority women. All women are invited. Meets in the Cross Cultural Center.

The Counseling Center *833-6457*

Provides counseling services to the UCI community. Assertion training and consciousness-raising are offered regularly. A number of competent women on the staff are concerned with the status of women on the Irvine campus.

"The New Woman" *833-7253*

A newsletter for UCI women – identifying their struggles, activities, and accomplishments. It can be found at the Women's Center, ASUCI lounge, Cross-Cultural Center, etc. Published by the Office of Student Affairs and the Women's Center. Student contributions are most welcome. Issued monthly.

The UCI Library

A variety of books are available on the subject of women, in addition to a special collection of pamphlets and literature on women in education, employment, and at UCI (available at the Reference Desk).

The Children's Center *The "Barn"* *833-0176*

An all day pre-school primarily for children of students, and for faculty and staff if places are available. Costs are on a sliding scale based on parent income. Teaching is based on the philosophy of Piaget, and aided by student teachers from UCI.

Verano Place Pre-School *Verano Rec. Center* *833-3383*

A pre-school for the children of UCI students (faculty, staff, and community also, on a space-available basis). Offers several three-hour day-care sessions. Fees are paid on a sliding scale based on parent income.

Women's Physical Education Coordinator *833-6979*
Linda Dempsay

Information on women's athletics. Athletic activities for women at UCI are limited in comparison to men's athletics; however, many activities are going on that women may enjoy. Women's teams in tennis, volleyball, swimming, etc., engage in intercollegiate competition. All physical education classes are coeducational, unless otherwise noted.

Panhellenic Association *833-6543*

Coordinates the three campus sororities.

Phrateres *(c/o Campus Organization Services)* *833-5181*

A women's social service and philanthropic organization. Meetings are announced in the *New U.*

UCI Student Health Services *833-5301*

Provides general health care, birth control clinic, pregnancy counseling, and weight control clinic.

In addition, a free health education service provides films and literature in the Health Center lobby, as well as telephone information service with various tapes on health problems, including birth control, pregnancy, venereal disease, etc. Call 833-5472.

The birth control clinic holds a discussion group, with a doctor and nurse, once a week (recommended before first use of the clinic). One must make an appointment to see the doctor. A $15 flat fee covers pelvic exam, pap smear, and lab work ($10 for each successive year). Birth control methods may be purchased from the Pharmacy at the following rates: pills, average $1.60 to $1.80 per month; diaphragm, $4.00; condoms and foam, at cost plus 10%. The Health Center does not prescribe the IUD. The staff considers this an unsatisfactory birth control method for women who have not had children. Pregnancy testing and counseling are available at no charge.

"You don't ask for the right to be."

Cecelia Holland

Groups and Services: Off Campus

N.O.W.

The National Organization for Women has two chapters in the UCI area:

Orange County (P.O. Box 15228, Santa Ana) 541-2182
Laguna Beach 494-0737

South Orange County Women Against Rape *831-9110*

S.O.C.W.A.R. operates a 24-hour rape crisis hotline. Meetings are held regularly on the UCI campus at the Women's Center, and training sessions are offered to hotline volunteers.

Another organization, Orange County Women Against Rape (phone 525-HELP) serves the north Orange County area with similar services.

National Women's Political Caucus, Orange County Chapter
Box 4551, Irvine, CA 92664

A political action organization designed to unite women to take action against sexism, racism, institutional violence, and poverty.

Persephone's Place *Feminist Action Center*
1525 N. Broadway, Santa Ana *834-9790*

A feminist bookstone featuring books, periodicals, posters, etc. by and for women. Open Monday, Wednesday, Friday, and Saturday from 9-12 a.m. (previously located at 325 Glenneyre, Laguna Beach).

Orange County Feminist Women's Health Center *836-1941*
547-0327

Offers low-cost, high-quality health care to all women.

Birth Control Institute *1600 N. Broadway, Santa Ana* *642-4436*

A non-profit agency offering counseling and information on health proglems; birth control, pregnancy testing.

Laguna Beach Free Clinic *494-0761*
(From Santa Ana call 546-3175)
460 Ocean Avenue, Laguna Beach

Offers general medical care, pregnancy testing, birth control, counseling, on weekday evenings only. $5.00 dinations are appreciated, but not mandatory.

Part Four: Appendix

Appendix One
Undergraduate Questionnaire*

1. To which age group do you belong?
   ____ under 20 ____ 20-25 ____ 25-30 ____ over 30
2. ____ male ____ female
3. Marital status
   ____ married ____ single, unattached ____ single, attached
   ____ divorced, other
4. Father's education – put "F" by last completed year.
5. Mother's education – put "M" on list below.
   ____ 8th grade or under
   ____ some high school
   ____ finished high school
   ____ some college
   ____ finished 4-year college
   ____ professional education (lawyer, medical, dental, etc.)
   ____ some graduate education
   ____ advanced degree
6. Father's occupation – put "F" on list below. (More than one may be marked.)
7. Mother's occupation – put "M" on list below.
   ____ unskilled labor
   ____ skilled labor
   ____ clerical
   ____ small business, mid-management
   ____ upper management, professional
   ____ teacher (kindergarten – 12th)
   ____ college faculty
   ____ homemaker
   ____ other (specify)

This survey was distributed Spring Quarter, 1974, in ditto form. In preparation for publishing some changes in spelling and format have been made. The questions remain unaltered.

8. Indicate your family religious background:

____ catholic ____ protestant ____ jewish ____ atheist

____ other

9. Which ethnic group are you from?

____ Mexican-American ____ Oriental ____ Black ____ other

10. Give your current grade level status:

____ freshman ____ sophmore ____ junior ____ senior

____ graduate

11. Which school is your major?

____ humanities ____ biological sciences ____ fine arts

____ social sciences ____ physical science

12. What is your parent's income bracket?

____ $5,000-$10,000 ____ $10,000-$20,000

____ $20,000-$30,000 ____ over $30,000

13. Did your mother work while you were 18 or under:

____ yes ____ full-time ____ part-time

____ no

14. To what occupational level do you aspire? (Put "S" on list below.)

15. To what occupational level do you expect your partner to achieve? (Put "P" on list below.)

____ unskilled labor

____ skilled labor

____ clerical

____ small business, mid-management

____ upper management, professional

____ teacher (kindergarten – 12)

____ college faculty

____ homemaker

____ other (specify)

_____

16. To what educational level do you aspire? (Put "S" on list below.)

17. To what educational level do you expect your partner to aspire? (Put "M" on list below.)

____ Bachelor's ____ Master's ____ Ph.D.

____ Teaching Credential ____ none of these

18. Do you approve of single women working? ____ Yes ____ No

19. Do you approve of married women working? ____ Yes ____ No

20. Do you approve of women with children below school age working?

____ Yes ____ No

21. Do you approve of women with children in school working?

____ Yes ____ No

22. Women should have jobs:

____ only when the family needs money

____ only if the family is not neglected

____ if they wish to work

____ never

23. Would you approve of a wife working under the following conditions: (more than one may be marked).

____ working overtime

____ working at night

____ making short trips away from home

____ working away from home one week or more

24. Do you think it is best to have your spouse in the same field of work as yours?

____ Yes ____ No

25. Do you think women should be admitted to graduate school on the same basis as men are?

____ Yes ____ No

26. Do you think women should receive equal pay for equal work?

____ Yes ____ No

27. Do you think women should compete freely with men for jobs?

____ Yes ____ No

28. Do you think women are capable of being in an occupational position of authority over men?

____ Yes ____ No

29. Would you be willing to work for a woman? ____ Yes ____ No

30. Is homemaking and child-rearing sufficiently interesting and challenging for a college-educated person?

____ Yes ____ No

Appendix Two: Responsibilities of the Affirmative Action Officer

Memorandum from Chancellor Daniel Aldrich, November 26, 1974.

The Affirmative Action Office has been recently created on our campus and is directly responsible to the Chancellor. As a new office, the scope of its function is under development; Affirmative Action is a complex field. The Affirmative Action Officer, Ramon Curiel, will from time to time present to me policy recommendations that will develop and strengthen the program. He will also bring to me, when he cannot resolve them with line management, matters that he considers to be violations of campus and University Affirmative Action policy or governmental regulations, with recommendations for remedial action.

It appears that further clarification is presently needed regarding the Affirmative Action Officer's function. The following should clarify my concept of Mr. Curiel's responsibilities:

1. To develop, update, and monitor the campus Affirmative Action Personnel Program in conformance with all applicable laws and regulations. This includes the overall coordination and monitoring of all Affirmative Action activities on campus, such as staff and academic hiring, promotion and training, undergraduate and graduate student enrollment, construction, and purchasing.

2. To identify problem areas, and assist line management in arriving at solutions. The Affirmative Action Officer should be consulted in matters that affect minority and women affairs, especially those which have an adverse effect on those groups.

3. To hold regular discussions with academic and staff management to be certain that the University's policies are being followed.

4. To arrange for design and implementation of audit and reporting systems that will
   a) Measure effectiveness of the University's programs
   b) Indicate need for remedial action
   c) Determine the degree to which the University's goals and objectives are being attained.

5. To monitor career counseling for all employees, insuring that minorities and women are given full opportunities for training, and promotion.

6. To serve as campus contact for government agencies, other campuses and the Office of the President on non-legal matters pertaining to nondiscrimination in employment and the campus Affirmative Action Personnel Program. Note that Mr. Curiel should be the first and primary contact with outside agencies regarding complaints of discrimination.

7. To serve as liaison between the Chancellor and the campus, monority and women's organizations, and the community action groups concerned with opportunities for minorities and women.

8. To keep management informed of latest developments in the entire Affirmative Action equal opportunity area.

Appendix Three: Federal Laws

Title VII of the Civil Rights Act of 1964: (amended in 1972 to include sex)

Prohibits employment discrimination on the grounds of race, color, national origin, or religion in all public and private institutions. It is enforced by the Equal Employment Opportunity Commission (EEOC) which investigates individual or pattern-of-discrimination charges and may take an institution to court if it does not agree to cease discriminatory practices. Title VII requires that non-discrimination be general policy; it does not require an affirmative action plan to be drawn up until after discrimination has been shown to exist by an EEOC investigation.

Equal Pay Act of 1963 (amended in 1972 by the Educational Amendments Act)

Calls for equal pay for administrative and professional employees of both sexes.

Title IX of the Educational Amendments Act of 1972

Prohibits sex discrimination against students in any institution receiving federal funds. Vocational, graduate, professional and public undergraduate co-educational schools are prohibited from sex discrimination in admissions. Non-compliance with Title IX may result in an investigation by the Department of Health, Education and Welfare (HEW), withholding of federal funds, or legal action by the Department of Justice.

Public Health Service Act of 1971

Prohibits any federally funded institution providing health personnel training from discrimination in admissions on the basis of sex. Employees who work directly with the students (faculty) are also protected under the Act. The Act may be enforced in "all-male" fields (medical school) as well as traditionally female fields (nursing).

Executive Order 11246, Amended by Order 11375 (1968)

Prohibits all institutions with federal contracts over $10,000 from employment discrimination on the basis of race, color, religion, national origin, mental or physical handicap, or sex. The Order covers all employees of the institution and there are no exceptions. The Office of Federal Contract Compliance (OFCC) of the Department of Labor has jurisdiction over Executive Order 11246, which it has delegated to HEW in matters of education. HEW handles investigations and pattern of discrimination complaints; individual complaints are referred to EEOC. As with all the above laws and regulations, the institution in question must allow the investigators access to its employment records. Institutions that refuse to comply may be faced with delay of contracts and the withholding of future federal grants.

Executive Order 11246 also requires all institutions with contracts of $50,000 or more and 50 or more employees to have an affirmative action plan, for which HEW has recently issued guidelines. Even if only one sector of the institution is mentioned in the complaint, the entire institution may be examined for a pattern of discrimination.

Until Executive Order 11375 added sex to the discrimination list of Executive Order 11246 in 1968, women in higher education had no reliable recourse against sexist University policy. The Public Service Act in 1971 and the Higher Education, Equal Pay and Equal Employment Acts of 1972 added further legal rights to women employees and students. The legislative ground has been broken, and the five federal policies have had a definite impact on higher education.

Information concerning all legislation on the subject of sex discrimination is available from the Affirmative Action Officer, the Library's Collection on the Status of Women, or the Women's Center.